


ALABAMA DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
*applications for*  
**Grades 6-8 Social Studies**

**Social Studies Content Standards**      **CC- LA Standards for Social Studies**

Knowledge of Social Studies      Social Studies Content Literacy


Citizenship      Reading about Social Studies  
 Geography      Writing about Social Studies  
 World History      Researching Social Studies

 Edwin Ellis, Ph.D.  
 University of Alabama

ALABAMA DEPARTMENT OF EDUCATION

**Makes Sense Strategies Toolkit**  
*applications for*  
**Grades 6-8 Social Studies**

**Part 1 Smart Sheets for Social Studies Content**  
**Part 2 Vocabulary Smart Sheets**  
**Part 3 Project-based Learning**

 Edwin Ellis, Ph.D.  
 University of Alabama

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**Types of social studies knowledge...**

Main idea  
 Critical features } **Definition**

Examples of the concept  
 Non-examples of the concept } **Manifestations & Applications**

Relationships to other concepts  
 Factors that affect the concept  
 Things the concept affects } **Relational understanding**

Comparison to other concepts

Concept as part of a series or sequence

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**Types of social studies knowledge...**

Main idea  
 Critical features  
 Examples of the concept  
 Non-examples of the concept } **HIERARCHIC**

Relationships to other concepts  
 Factors that affect the concept  
 Things the concept affects } **CAUSE / EFFECT**

Comparison to other concepts } **COMPARE / CONTRAST**

Concept as parts of a series or sequence } **SEQUENCE**

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**Social Studies Content Standards**

**High-frequency Social Studies topics...**

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**  
**PROCESSES**  
**IDEAOLOGIES / BELIEFS**  
**ISSUES / DEBATES**  
**PROBLEMS / CONFLICTS / WARS**  
**POLICIES / LAWS / GOVERNMENT STRUCTURES**  
**INVENTIONS**  
**ERAS / MOVEMENTS**  
**ECONOMY**

*Highly likely that any given social studies lesson will be mostly about one of these topics*

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**High-frequency Social Studies topics...**

**PEOPLE**

Describe the role of Alexander the Great in the Hellenistic world

**Best way to structure this information?**  
**HIERARCHIC (Main Idea & Details)**  
**COMPARE / CONTRAST**  
**CAUSE / EFFECT**  
**SEQUENCE**

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Describe the role of Alexander the Great in the Hellenistic world  
**HIERARCHIC (Main Idea & Details)**

**Box web**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Alexander the Great**

- Warfare tactics
- Ruler
- Spread of Hellenistic Values
- Spread of Hellenistic Arts

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**High-frequency Social Studies topics...**

**PEOPLE**

Describe the **influence** of John Locke on the government of the United States

Best way to structure this information?  
**HIERARCHIC (Main Idea & Details)**  
**COMPARE / CONTRAST**  
**CAUSE / EFFECT**  
**SEQUENCE**

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Describe the **influence** of John Locke on the government of the United States  
**CAUSE / EFFECT**

**This caused... Frame**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**John Locke** caused \_\_\_\_\_

philosopher who wrote about the role of governments

This... Caused this...

Locke's ideas about social contracts Influences on Dec. of Indepen. & US Constitution

So what? What is important to understand about this?

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**High-frequency Social Studies topics...**

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS**

Compare significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys

Best way to structure this information?  
**HIERARCHIC (Main Idea & Details)**  
**COMPARE / CONTRAST**  
**CAUSE / EFFECT**  
**SEQUENCE**

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Compare significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys  
**COMPARISON**

Compare/Contrast Matrix

TOPIC: \_\_\_\_\_

	Tigris-Euphrates	Nile	Indus	Huang He River
Social structures				
Religion				
Arts				
Gov'tment				

SO WHAT? What is important to understand about this?

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**High-frequency Social Studies topics...**

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS**

**PLACES / GEOGRAPHY**

Identify **geographic** and political districts of legislative, executive, and judicial branches of national, state, and local governments

Best way to structure this information?  
**HIERARCHIC (Main Idea & Details)**  
**COMPARE / CONTRAST**  
**CAUSE / EFFECT**  
**SEQUENCE**

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
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 SEQUENCE

Identify physical, economic, political, and cultural characteristics of selected regions of the Eastern Hemisphere, including Europe, Asia, and Africa.

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
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 SEQUENCE

Trace the expansion of the Roman Republic and its expansion into an empire

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Trace the expansion of the Roman Republic and its expansion into an empire

SEQUENCE

**4-Events Frame**

Stages of the Roman Empire  
 Rise and fall of the Roman Empire

King's Monarchy → The Republic → The Empire → Decline

What's important to understand about this?

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Describe the **impact** of new agricultural methods on manorialism and feudalism

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Describe the **impact** of new agricultural methods on manorialism & feudalism

CAUSE / EFFECT

**Start with... Add this... Frame**

How the development of farming methods impacted trade & social order

Subsistence farming tactics → New agricultural methods → Impact on feudalism

What's important to understand about this?

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**  
**PROCESSES**

Best way to structure this information?  
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 SEQUENCE

Explain the process of electing political leaders

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Explain the process of electing political leaders  
**SEQUENCE**

**5 Steps w/details**

**Election process**

*Steps for how our political leaders are selected*

- 1
- 2
- 3
- 4
- 5

Why are these steps important?

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High-frequency Social Studies topics...

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS**

**PLACES / GEOGRAPHY**

**EVENTS**

**PROCESSES**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Explain how local and state governments are funded

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Explain how local and state governments are funded  
**COMPARISON**

TOPIC: Where US governments gets its money

	Personal Income tax	Corporate Income tax	Soc. Insurance & Retirement receipts	Excise Tax + Other	Conclusion
Definition					
Percentage paid to US government					
Tax impact					
Terms					
Conclusion					

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Explain how local and state governments are funded

TOPIC: Where the U.S. government gets its money

	Personal Income Tax	Corporate Income Tax	Social Ins. & Retirement Receipts	Excise Tax Other	CONCLUSIONS
Definition	Progressive Tax: Based on taxable income. \$ from jobs/investments	Based on taxable income: money earned each year	Federal & State income taxes 55 tax/PTEA	Excise: certain goods/often luxuries, made in United States	We must have taxes to operate our country & pay for protection
Percentage Paid to U.S. Government	49%	10%	34%	Excise 3% Other 4%	According to these %, corporations are not paying much
Tax Impact	Area of biggest contribution. Large incomes: More \$ to gov.	Successful Corp.: Higher individual income & higher tax contribution	Individual income usually low at this level: less money to contribute	Some goods are not luxury, excise tax on gas helps pay for roads	If all Amer. were wealthy & made a lot of \$ the U.S. would be richer
Terms	Taxable Income: after deductions, adjustments, & exemptions	Deductions: medical expenses or interest on loans	Adjustments: Parts of income not taxed: Social Security benefits	Exemptions: Children, depending on parents	Social Security: \$50 million paid gov. to retired & disabled
CONCLUSIONS	It takes a lot of income to have some left after taxes are paid	If I owned a business I would like 10 % figure	It seems unfair to tax old people, the disabled, and the unemployed	When gas excise tax is used to improve roads we all profit	

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High-frequency Social Studies topics...

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS**

**PLACES / GEOGRAPHY**

**EVENTS**

**PROCESSES**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Explain how people organize economic systems for the production, distribution, and consumption of goods and services to address the basic economic questions of which goods and services will be produced, how they will be produced, and who will consume them

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High-frequency Social Studies topics...

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS**

**PLACES / GEOGRAPHY**

**EVENTS**

**PROCESSES**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
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Explain processes that shape the physical environment, including long-range effects of extreme weather phenomena, and human activity

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**  
**PROCESSES**  
**IDEAOLGIES / BELIEFS**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Explain the concepts of separation of powers, checks, and balances among the three branches of government

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Explain the concepts of separation of powers, checks, and balances among the three branches of government

**COMPARISON** **3 X 3 Conclusions**

Topic: \_\_\_\_\_

	Legislative Branch	Judicial Branch	Executive Branch	Conclusion
Roles & responsibilities				
Why it's power is "separate"				
How the "checks & balances" works on it				

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**  
**PROCESSES**  
**IDEAOLGIES / BELIEFS**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Compare the development of early world religions, philosophies, and their key tenets  
 Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

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Compare the development of early world religions, philosophies & key tenets

**COMPARISON** **4 X 6 Matrix**

Topic: \_\_\_\_\_

	Judaism	Hinduism	Christianity	Buddhism	Greek gods	Roman gods
"Birth" & early development						
Basic beliefs & tenets						
How beliefs transformed into actions						
Impact						

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High-frequency Social Studies topics...

**PEOPLE**  
**GROUPS / CULTURES / ORGANIZATIONS**  
**PLACES / GEOGRAPHY**  
**EVENTS**  
**PROCESSES**  
**IDEAOLGIES / BELIEFS**  
**ISSUES / DEBATES**  
**PROBLEMS / CONFLICTS / WARS**

Best way to structure this information?  
 HIERARCHIC (Main Idea & Details)  
 COMPARE / CONTRAST  
 CAUSE / EFFECT  
 SEQUENCE

Explain factors that contribute to conflict within and between countries of the Eastern Hemisphere  
 Examples: Economic competition for scarce resources, boundary distributes, cultural differences, and control of strategic locations

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Explain factors that contribute to conflict within and between countries of the Eastern Hemisphere

**CAUSE / EFFECT** **Convergent 4 Main-Idea Web**

Why countries go to war

```

    graph TD
      A[Competition for resources] --> B[Why countries go to war]
      C[Boundary disputes] --> B
      D[Cultural differences] --> B
      E[Control of strategic locations] --> B
      B --> A
      B --> C
      B --> D
      B --> E
      A --> A1[Definition...]
      A --> A2[Example from history...]
      A --> A3[Example from right now...]
      C --> C1[Definition...]
      C --> C2[Example from history...]
      C --> C3[Example from right now...]
      D --> D1[Definition...]
      D --> D2[Example from history...]
      D --> D3[Example from right now...]
      E --> E1[Definition...]
      E --> E2[Example from history...]
      E --> E3[Example from right now...]
    
```

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High-frequency Social Studies topics...

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS** Best way to structure this information?  
HIERARCHIC (Main Idea & Details)

**PLACES / GEOGRAPHY** COMPARE / CONTRAST

**EVENTS** CAUSE / EFFECT

**PROCESSES** SEQUENCE

**IDEAOLGIES / BELIEFS**

**ISSUES / DEBATES**

**PROBLEMS / CONFLICTS / WARS**

**POLICIES / LAWS / GOVERNMENT STRUCTURES**

Compare the government of the United States with other governmental structures  
Examples: monarchy, limited monarchy, oligarchy, dictatorship, theocracy, pure democracy

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Compare the US government with other governmental structures  
Examples: monarchy, dictatorship, theocracy, pure democracy

COMPARISON

TOPIC: Forms of National Governments					
	Representative Democracy (USA)	Pure Democracy	Dictatorship	Monarchy	Conclusion
How laws are made or changed					
How leaders get / loose power					
Citizen Rights					
How money to support government is attained					

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High-frequency Social Studies topics...

**PEOPLE**

**GROUPS / CULTURES / ORGANIZATIONS** Best way to structure this information?  
HIERARCHIC (Main Idea & Details)

**PLACES / GEOGRAPHY** COMPARE / CONTRAST

**EVENTS** CAUSE / EFFECT

**PROCESSES** SEQUENCE

**IDEAOLGIES / BELIEFS**

**ISSUES / DEBATES**

**PROBLEMS / CONFLICTS / WARS**

**POLICIES / LAWS / GOVERNMENT STRUCTURES**

**INVENTIONS**

Describe the influences of ancient Greece, Magna Carta, and the Mayflower Compact on the government of the United States

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Describe the influences of ancient Greece, Magna Carta, and the Mayflower Compact on the government of the United States

HIERARCHIC

Shaping the US government

Previous approaches to government that influenced US government

Influences of ancient Greece's government

Influences of Magna Carta

Influences of Mayflower Pact

Side-Ideas

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Social Studies Concepts

Main idea  
Critical features  
Examples of the concept  
Non-examples of the concept

HIERARCHIC

Relationships to other concepts  
Factors that affect the concept  
Things the concept affects

CAUSE / EFFECT

Comparison to other concepts

COMPARE / CONTRAST

Concept as parts of a series or sequence

SEQUENCE

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Social Studies Content Standards

Concepts Main Idea & Critical Features Hierarchic

Organizer SMARTsheets

Hierarchic

Organizer (Main Idea, Main Idea & Details, Main Idea & Examples, Main Idea & Examples & Details)

Cause / Effect

Sequence

Essential Understandings: SMARTsheets

Literature

Writing

Vocabulary

History & Science

Math

Social Motivation

SMARTplanners for Teachers

SMARTplanners for Leaders

MIS Implementation Resources

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**Organizer SMARTsheets**

**Hierarchical** 1 Main Idea 2 Main Ideas 3 Main Ideas 4 Main Ideas 5 Main Ideas 6 Main Ideas 8 Main Ideas

**Compare / Contrast** Venn (Venn Diagram) Matrix & conclusions Matrix & double conclusions

**Cause / Effect** CE Frames CE webs

**Sequence** Story Cycles Sequence of Events

**Essential Understandings SMARTsheets**

**Literature** Story Grammar & Sequence Character Analysis Literary Analysis Story Problem Questions Inferences Predictions Text Purview

**Writing** Level 1 Level 2 Level 3 Level 4 Level 5 Resources Supplemental: Narrative Descriptive Expository Persuasive

**Vocabulary** Word Cards Semantic Tables Word Comparisons Word Connections Features Analysis LINCIS mnemonics Scavenger Hunts Multiple Meanings

**History & Science Generative Ideas** Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object

**Math** Mathematical Concepts Computational Processes Rules / Theorems

**Social / Motivation** Behavior Library Character Building Perspective Taking Self-control Goal Setting & Self-advocacy Behavior Analysis

**Project-based Learning** Planning Investigations Conducting Investigations Making Presentations Evaluating Project Processes & Outcomes

**SMARTplanners for Teachers**

**Instructional Design** Content Area Units & Lessons Library/Strategy Units & Lessons Anticipation Guides Scaffolding Tactics Reflective Reviews

**SMARTplanners for Leaders**

**MSS Implementation Resources** School-wide Implementation Strategies Articles [www.MakesSenseStrategies.com](http://www.MakesSenseStrategies.com) Acknowledgements

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**Organizer SMARTsheets**

**HIERARCHIC 1 Main idea** next 1 2 3 Main ideas 4 Main ideas 5 Main ideas 6 Main ideas 8 Main ideas

**Fast** **Ice Cream** **Clouds** **Caterpillar** **Circle #2**

**Apple Tree** **Diamonds** **Pie Box** **Pie Box #2** **Frame**

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**POLICIES / LAWS / GOVERNMENT STRUCTURES**

**HIERARCHIC (Main Ideas & Details)**

**Plessy vs. Ferguson court case** is about...

Established "Separate but Equal" doctrine as constitutional (legal)

Order: Ideas

- "Separate" facilities for blacks and whites were constitutional as long as they were "equal".
- "Separate but equal" doctrine was quickly extended to cover many areas of public life, such as restaurants, theaters, restrooms, and public schools.
- Said purpose of 14th Amendment was to enforce the absolute equality of the two races before the law, but it was OK to keep races separate
- Plessy vs. Ferguson was supposed to make all things equal, but it didn't. White schools received more money than blacks, thus blacks received an unequal education
- 1954, Brown v. Board of Education decision, - "separate but equal" doctrine was struck down (overruled) by Supreme Court

So what? What is important to understand about this?  
A US Supreme Court ruling (decision) is never absolutely permanent. The ruling can be 'struck-down' (overruled) by the US Supreme Court at anytime.

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**Compare / Contrast** Venn (Venn Diagram) Matrix & conclusions Matrix & double conclusions

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**Essential Understandings SMARTsheets**

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**Organizer SMARTsheets**

**HIERARCHIC 2 Main Ideas** 1 Main idea 3 Main ideas 4 Main ideas 5 Main ideas 6 Main ideas 8 Main ideas

**Fast Facts** **Web** **Web Box** **Web** **Frame** **Frame Boxes** **Flow Chart**

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**EVENTS**

**HIERARCHIC (Main Ideas & Details)**

**Impact of World War II on the Depression** is about...

**World War II united society and promoted economic reconstruction.**

**Unity of Society** **Promotion of Economics**

- People became more involved and caring for their community.
- The increased demand for military supplies created more jobs for Americans.
- People rallied together and supported their political leaders.
- The government created more positions in the military forces.
- Women usually worked in the industries at home, while the men fought the war.
- Stocks in military supplies began to increase with productivity.
- More jobs were created resulting in a greater amount of money circulation.

So what? What is important to understand about this?  
World War II effected society's lifestyles and the growth of our economy.

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### GROUPS / CULTURES / ORGANIZATIONS

HIERARCHIC (Main Ideas & Details)

**Tactics labor & management use against each other**

- LABOR UNION** tactics used against management
  - PICKETING - a way informing the public about conditions
  - CLOSED SHOP - a business closed to nonunion workers
  - BOYCOTT - refusal to buy a product or service
  - STRIKE - refusal to work until demands are met
- MANAGEMENT** tactics used against labor unions
  - SCABS - hired strikebreakers (replacement workers)
  - LOCK-OUT - close the doors & keep workers until they agree
  - INJUNCTIONS - getting the courts to order workers back to work
  - OPEN SHOP - workers can work without joining the union

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### GROUPS / CULTURES / ORGANIZATIONS

HIERARCHIC (Main Ideas & Details)

**The split of the Republican Party** is about...  
Attitudes and actions that led to the split of the Republican Party

CONSERVATIVES		PROGRESSIVES	
The conservatives did not seek change	Stuck to the values and standards of the Republican Party	The Progressives sought change	Sought and used the help of the Democratic Party for political support
Did not support President Taft		Used by the Democratic Party so that democrats could regain control	

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### EVENTS

HIERARCHIC (Main Ideas & Details)

**Rise of Consumerism** is about... By Kate Collins  
A period of time following World War II when owning lots of stuff became a primary goal of most Americans

An Automobile Culture	Farms Become Big Business	Persuading the Consumer
<ul style="list-style-type: none"> <li>Migration of farm families to the city. Americans were on the move</li> <li>Development of an extensive interstate highway system encouraged travel</li> <li>Population shift - migration of white Americans from cities to suburbs</li> <li>Advertisements created desire for cars</li> </ul>	<ul style="list-style-type: none"> <li>Transformation from family business to corporate enterprise</li> <li>Farm size increased, large scale farming lowered the cost of production</li> <li>Many farmers benefited from these changes. Many had to move to cities in search for jobs</li> </ul>	<ul style="list-style-type: none"> <li>Advertising became the fastest growing economy</li> <li>New marketing techniques were carefully planned to what the consumer's appetite</li> <li>Increased popularity of television played a major role in the development of advertising</li> </ul>

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### POLICIES / LAWS / GOVERNMENT STRUCTURES

HIERARCHIC (Main Ideas & Details)

**Articles of Confederation and the Constitution** is about...  
The weaknesses of the Articles of Confederation and how these were changed by the Constitution.

Articles of Confederation	Constitution	Today's Government
Weak National government	Strong national government	System of checks and balances
Congress could not collect taxes	Congress has the power to collect taxes	Amendment 16 gave Congress to power to tax personal income
Congress could not enforce laws	Congress can enforce laws	The executive branch is responsible for carrying out the laws
In order to amend the Articles all 13 states had to agree	2/3 of both houses must propose the amendment. 3/4 of the states must ratify the amendment	There have been 27 amendments to the Constitution

So what? What is important to understand about this?  
Because the Articles of Confederation were weak, it was clear that the nation needed a stronger central government.

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### PROBLEMS / CONFLICTS / WARS

HIERARCHIC (Main Ideas & Details)

**U.S. Unions Threatened** is about...  
Why Union membership is dropping in the U.S.

Loss of Jobs	Changing Labor Market	Outsourcing
<ul style="list-style-type: none"> <li>Job loss in manufacturing, construction, hotels, restaurants, and the airlines</li> <li>Since 2001, the U.S. has lost 1.85 million manufacturing jobs</li> <li>1991-4 million union members in manufacturing</li> <li>New Technology, such as computer &amp; robots, has replaced some workers</li> </ul>	<ul style="list-style-type: none"> <li>Growing number of workers who work part-time</li> <li>More women and teenage workers. These workers tend to have a negative view of unions</li> <li>Service sector of economy is growing while manufacturing section is shrinking</li> <li>Management offering employees wages and working conditions similar to union shops</li> </ul>	<ul style="list-style-type: none"> <li>Many large corporations outsource, or send work to other countries for cheaper labor</li> <li>Financial services co. predict 500,000 U.S. jobs will leave U.S. in the next 5 years</li> <li>U.S. technology firms pay foreign countries \$10 billion a year to handle data entry, analysis etc.</li> <li>Overseas workers are generally paid less than Americans</li> </ul>

So what? What is important to understand about this problem?  
Unions have played an important role in assuring workers are treated fairly. If the unions become too weak, US industry could begin treating workers unfairly in ways similar to what things were like 150 years ago when there were no unions.

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### PEOPLE

HIERARCHIC (Main Ideas & Details)

**African American Women Scientists and Healers**

<ul style="list-style-type: none"> <li>First Graduate Nurse</li> <li>Boston, Mass. 1845-1926</li> <li>Worked as a nurse 40 yrs</li> <li>Civil War Nurse</li> <li>Georgia, 1848-1912</li> <li>4 yrs in battle for no pay</li> <li>Cancer Researcher</li> <li>New York, NY 1919.</li> <li>Dean of surgery NY Med</li> <li>Sickle-Cell Researcher</li> <li>Birmingham, AL 1931-</li> <li>Public Service Award</li> </ul>	<ul style="list-style-type: none"> <li>Mary Eliza Mahoney</li> <li>Susie King Taylor</li> <li>Jane C. Wright</li> <li>Clarence D. Reid</li> </ul>	<ul style="list-style-type: none"> <li>Pioneer Physician</li> <li>Birthplace Unknown</li> <li>Proctored Medicine 50 yrs</li> <li>Aviator</li> <li>Atlanta, TX 1893-1926</li> <li>Internal Pilot's License</li> <li>Biologist &amp; Educator</li> <li>Chicago, IL 1924.</li> <li>1981 Pre of CSU Fullerton</li> <li>First Female Astronaut</li> <li>Decatur, AL 1956-</li> <li>1992-NASA Mission</li> </ul>
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### Social Studies Concepts

- Main idea
- Critical features
- Examples of the concept
- Non-examples of the concept

**HIERARCHIC**

- Relationships to other concepts
- Factors that affect the concept
- Things the concept affects

**CAUSE / EFFECT**

- Comparison to other concepts

**COMPARE / CONTRAST**

- Concept as parts of a series or sequence

**SEQUENCE**

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### Organizer SMARTsheets

- Hierarchic** (1-Main Idea, 2-Main Ideas, 3-Main Ideas, 4-Main Ideas, 6-Main Ideas, 8-Main Ideas)
- Compare / Contrast** (Venn Diagrams, Matrix & conclusions, Matrix & double conclusions)
- Cause / Effect** (Cause/Effect, CE Boxes, CE webs)
- Sequence** (Steps, Cycles, Sequence of Events)

**ESSENTIAL UNDERSTANDINGS SMARTSHEETS**

- Literature** (Story Grammar & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions, Inferences, Predictions, Text Purview)
- Writing** (Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental: Narrative, Descriptive, Expository, Persuasive)
- Vocabulary** (Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINCIS mnemonics, Scavenger Hunts, Multiple Meanings)
- History & Science Generative Ideas** (Person Group, Place, Event, Process, Theory, Ideology, Debate, Issue, Policy, Conflict, Problem, Investigation, Object)
- Math** (Mathematical Concepts, Computational Processes, Rules / Theorems)
- Social / Motivation** (Behavior Theory, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis)
- Project-based Learning** (Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes)

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**SMARTplanners for Leaders**

- MSS Implementation Resources (Schoolwide Implementation Strategies, Articles, www.MakesSenseStrategies.com, Acknowledgements)

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### Organizer SMARTsheets

HOME

#### CAUSE / EFFECT 1 2 3 4

- 1** Cause: Going Up as a Slave; Effect: Pamples/Rashes An Egg is an Egg
- 2** Cause: The Great Kapok Tree; Effect: Market Jumps, Hikes, LAY's Busy Day
- 3** Cause: Recovery of Photosynthesis; Effect: Publicist's impact on life
- 4** Cause: Frederick Douglass; Effect: Tar Baby, Indian Removal

Other boxes include: When Then Frame, When Then Box Frame, If Then Because, When Then Because, When Then So, Fredrick Douglass Tar Baby, Fred Pipe, Fome & Meison, Spanish American War, Freedom of Religion, Social Disobedience, Changing Families, Consumption, BT Warnin', Globt Warning, Phy & Chem Changes.

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### PEOPLE

CAUSE → EFFECT

#### Fredrick Douglas & the Fight for Freedom

is about...  
an x-slave who became a strong leader in the fight to end slavery

This...	Caused this...
Highly intelligent & articulate ex-slave began writing and speaking out against slavery	Many people became actively involved in trying to end slavery
Douglas provided realistic pictures of what slavery was really like	Helped dispel myths about slaves being limited in IQ, happy & in need of supervision
Could debate with the smartest people in the nation	Helped bring into focus how immoral slavery was
Provided a powerful counter-example of low-intelligence myth	Caused people to examine their own racist attitudes and beliefs
Laid the foundation for examination of attitudes about other minorities (Chinese, Irish, etc.)	Served as a rallying point that enabled protesters to organize

So what? What is important to understand about this?  
The combination of ability to describe in detail what slavery is really like with ability to provide extremely articulate arguments against the rationales of those who support slavery made Douglas a powerful abolitionist leader.

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### EVENTS

CAUSE → EFFECT

#### Indian removal from Alabama

is about...  
Forcing the Indians to move west

When ...	Then ...
President Jackson signed the Indian Removal Act.	The Indians were forced to move west.
The treaty was called the Indian Removal Act.	The Indians faced many hardships along the way. Many young and elderly Indians died.
President Jackson signed the treaty in 1830.	The Cherokee who left cried over-leaving. With all the mourning and deaths the removal has become known as the "Trail of Tears."
The Choctaws, one of the four main Indian tribes of Alabama, signed a treaty called "The treaty of Dancing Rabbit Creek"	Some Choctaw Indians would not leave so they hid in the swamps.
The Creeks, one of the four main tribes of Alabama, signed a treaty called "The treaty of Indian Springs"	Some Creek Indians refused to leave so they went to war with the settlers.

So what? What is important to understand about this?  
We should treat all cultures with respect and never try to "get rid" of a group of people because they are different. The Indians faced many hardships on the trail to the west. Many Indians died along the way.

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### PROBLEMS / CONFLICTS / WARS

CAUSE → EFFECT

#### Spanish American War

is about...  
The U.S. became a colonial world power during the late 19<sup>th</sup>, early 20<sup>th</sup> century. The war with Spain left the United States with possession of colonies and territories in Asia and the Americas

When ...	Then ...
US was jealous of the economic gains Spain exploited from its colonies and needed an excuse to take them over for itself	With help of colonial insurgents, US wins war & takes Spanish colonies from Spain
U.S. feared American interests in Cuba were in danger, so U.S. government sent the U.S.S. Maine to Havana as a show of force to Spanish rulers there. An explosion sank the Maine, killing many of the American sailors. Yellow Journalists printed accounts suggesting the Spanish had blown up the Maine. These accounts were largely exaggerated but sold many papers.	Colonists had been oppressed by Spanish rulers for many years & they rebelled several times to be free of Spanish control, so, hoping to be finally free of exploitation, insurgents helped US forces during the war.
U.S. propaganda spin was that it had freed the Cuban, Puerto Rican, & Philippine people from Spanish oppression. REALITY - American's replaced Spanish in role of exploiting those people & their land.	Spanish surrendered after losing battles in Philippines, Puerto Rico, & Cuba. Treaty of Paris 1898 forced Spain to give US its colonies

So what? What is important to understand about this?  
Even though the U.S. was a democracy & advocated freedom from oppression, it went to war in order to take over Spanish economic interests and gained colonies during the turn of the 20<sup>th</sup> century.

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### IDEOLOGIES / BELIEFS

CAUSE → EFFECT

**Religion in the Thirteen Colonies** is about...

The settlement of the thirteen colonies began as a religious movement

When...	Then...	So...
King wanted the Church of England to be the only religion in England	England wanted to get rid of the poor and people of different religions	Religious freedom became emphasized in Colonies
The Church of England was the accepted religion of England & not tolerant of different religions	All people who were not members of the Church of England were at-risk of being persecuted	Colonies offered many a chance to worship in the way they wished without being persecuted
Some religions were thought to take power away from the King of England	Many people suffered because of their religious beliefs	The colonies were on out of sight out of mind location for these groups
The Church of England did not want other religions to get a foothold in England	They are either jailed or sent to the colonies	Many persecuted in Eng wanted to move to the colonies to be free to worship how they wanted
England did not want a Holy War situation to arise	Sending groups to colonies was a way to strip & colonies and get rid of undesirable religious	Because freedom of religion was emphasized, other freedoms also became emphasized

So what? What is important to understand about this?

Religious problems in England contributed to our religious freedom in the United States

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### IDEOLOGIES / BELIEFS

CAUSE → EFFECT

**Social Disobedience** is about...

Being disobedient as a peaceful way to protest to bring attention to unfair laws

When...	Then...	Because...
Large numbers of public protesters peacefully breaking rules	Social policies/laws more likely to change	Media builds public awareness & support
Civil Rights Movements - 1960s	voting rights ensure voting registration & opportunity	media wants "exciting" video - focuses on violent reactions of anti-protesters
public speeches, protest marches	housing rights laws prohibiting sales based on race	public wants to know why it's happening, so media reports
sit-ins, sit-downs	integration of schools (no more "separate but equal" policies)	public reaction to violence - builds sympathy for victims & concern
going limp when arrested	equal opportunity - jobs prohibiting job discrimination, "affirmative action"	pressure on politicians to change unfair laws

So what? What is important to understand about this?

Sometimes it is necessary to break a law in order to draw attention to how unfair other laws are and get them changed

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### ISSUES / DEBATES

CAUSE → EFFECT

**Brown vs. Board of Education of Topeka** is about...

Supreme Court case to address the segregation of schools

Start with	Add this	Results in
Segregated schools	Lawsuit Brown vs. Board	Desegregation of Schools
Plessy vs. Ferguson: "Separate but equal"	Fall, 1950: members of the Topeka, Kansas, Chapter of the NAACP challenged "separate but equal"	U.S. Supreme Court - "segregation of public schools unconstitutional" (violation of the Constitution)
Topeka operated eighteen schools for white children and four for African American children.	Cases everywhere combined to form a mega-lawsuit	Changed the economic, political and social structure of this nation
Black children in Topeka traveled past and away from nearby "white" schools to attend "black" schools.	Violation of 14th amendment rights by segregating students solely on their race	African Americans received a better education with better school supplies.
Violated 14th amendment to separate children in public schools for race reasons		Let action to desegregate taken in 1957, took 3 more years of fighting to integrate schools

So what? What is important to understand about this?

African American and white children were split into separate schools, but the African American children were educated in inferior and/or deplorable facilities with inferior educational materials.

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### ERAS / MOVEMENTS

CAUSE → EFFECT

**Great Depression's Impact on Art in US** is about...

The Great Depression changed the style of art in the United States.

Start with	Add this	Results in
Government does not have any role in art in US	Government begins to fund artists to help support them	New forms of art unique to the US emerges
Society was more focused on European artists.	Government promoted artists to display local history and ordinary life of Americans.	People become more compassionate and proud of their accomplishments.
Artwork was more abstract and didn't have a clear meaning to common person.	Employed artists, musicians, actors, writers, photographers, & dancers with federal tax \$	New Deal provided jobs for unemployed artists; some produced controversial content.
Literature was not focused on the common man.	Wanted to change art so people could easily understand and appreciate	Americans used art as a resource to learn about social and political issues.
	Encouraged screenwriters to create play-rights about American heroes	Americans became more patriotic and united.

So what? What is important to understand about this?

The government's involvement in the arts provided great opportunities for Americans.

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### PEOPLE

CAUSE → EFFECT

This person **Franklin D. Roosevelt** Caused this to happen

**Solutions to help end the economic crisis caused by the Depression**

Specific information about this person	How and/or Why?	Specific information about what happened
Proposed the "New Deal" programs to Congress that help with unemployment	Examples of New Deal Programs AAA- Agricultural Adjustment Act WPA- Works Progress Admin. TVA- Tennessee Valley Authority SSA- Social Security Act	FDR sent Congress 15 proposals for new programs to deal with the nations economic problems.  The special session lasted about three months, and became known as the 100 days

What was the person's positive or negative impact on the world?

Some of FDR's programs are still implemented and influencing the U.S. economy.

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### ECONOMY

CAUSE → EFFECT

**Structure & Operation of U.S. Economy**  
Resource, goods, services, and money flow continuously between individuals, businesses, and the government in a free market economy.

```

    graph TD
      Individuals --> Businesses
      Businesses --> Government
      Government --> Individuals
      Businesses --> Individuals
      Government --> Businesses
  
```

- Individuals**
  - Individuals save money in a bank.
  - Individuals own and sell resources.
  - Individuals use income to purchase goods and services.
- Businesses**
  - Factories buy resources and make products that are sold to individuals, businesses, and the government.
  - Borrow money from the bank to purchase goods from factories to sell.
  - Sell goods and services to generate a profit; Use profits to buy more resources.
- Government**
  - Use tax revenue to provide public goods and services.
  - Start government-owned property to small businesses in parks to raise money to support cost of running the park.
  - Charge fees (tickets to enter parks, tolls (highway toll) and impose financial penalties (e.g., speeding tickets).

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**CAUSE / EFFECT**

- Comparison to other concepts

**COMPARE / CONTRAST**

- Concept as parts of a series or sequence

**SEQUENCE**

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**Organizer SMARTsheets**

- Hierarchic** (2015) 394-5512
- Compare / Contrast** (2015) 394-5512
- Cause / Effect** (2015) 394-5512
- Sequence** (2015) 394-5512

**Essential Understandings SMARTsheets**

- Literature**: Story Grammar & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions Inferences, Predictions, Text/Persuade
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**Organizer SMARTsheets**

**COMPARE / CONTRAST Venn**

Matrix (simple), Matrix with Conclusions, Matrix with Double Conclusions

**2x2 Similar vs. Different**

**2x2 Similar vs. Different**

**2x2 Similar vs. Different**

**2x2 Similar vs. Different**

**2x2 Similar vs. Different**

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### IDEOLOGIES / BELIEFS

COMPARE / CONTRAST

#### CHRISTIAN BELIEFS FOLLOWING THE REFORMATION

**Catholics (at that time)** vs. **Early Protestants**

**Catholics (at that time):**

- Confession of sins & prayers go through a mediator (priest)
- Works of righteousness - can achieve salvation through works
- Church gov. is hierarchical - Pope → deacon
- Tradition has more authority than scripture (since 1215 and when pope speaks, these Catholics)
- Prep for "heaven"
- Infant baptism is infant salvation
- Purgatory - interim experience b/w heaven & hell
- Mass was in Latin
- Additional books in bible: "Apocryph"
- 2 sacraments - Baptism, Confirmation, Marriage, Last rites, & Divine Liturgy
- Christ is physically present at Lord's Supper

**Early Protestants:**

- Belief in the "preexistence of all believers"
- Salvation by grace - not good works
- Christ is the mediator
- Most protestant churches do not have an extreme authority
- Prep only to God, or use Jesus to access God
- Infant baptism is a covenant to raise child as a Christian
- Martin Luther changed Latin mass to language of the people
- Christ is not physically present at Lord's Supper, but is spiritually

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### IDEOLOGIES / BELIEFS

COMPARE / CONTRAST

By Linda Kirkwood, Heidi May & Sharon Rodriguez

#### Gender perceptions

**Before the experiment** vs. **During the experiment**

**Before the experiment:**

- Student, line leader, messenger, table washer, board eraser, to learn designated reader
- To be taught, the same as the girl, to go the bathroom, to ask which wherever I want, to talk to whoever I want
- However I choose
- I am confident, I like myself, I can say what I can do, what I choose to do
- Write the best

**During the experiment:**

- To clean the classroom, wash the board, to teach the girls, "Go the next"
- This action would depend on each gender's response
- To learn, to clean, to listen, to ask back to the girl's teacher, I can only talk to the girls
- I can't impact the classroom unless it's by cleaning
- I don't like just sitting back and doing nothing except what the girl say, I like having all this power
- My gender is very weak, My gender is very strong, we can do anything

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### GROUPS / CULTURES / ORGANIZATIONS

COMPARE / CONTRAST

**Liberals** vs. **Conservatives**

	Liberals	Conservatives
Education		
Taxes		
National Defense		
Health & Welfare		
Gov. Role in Economy		
Environment		

So what? What is important to understand about this?

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### GROUPS / CULTURES / ORGANIZATIONS

COMPARE / CONTRAST

Comparing...

Main Ideas	Indentured Servants	Slaves
<b>Origination &amp; length of stay</b>	<ul style="list-style-type: none"> <li>Work lasted 7 years</li> <li>Came willingly (SOMETIMES)</li> <li>Came from Europe</li> </ul>	<ul style="list-style-type: none"> <li>Work lasted entire life</li> <li>Captured &amp; brought on slave ship</li> <li>Came from West Africa</li> </ul>
<b>Type of work they did</b>	<ul style="list-style-type: none"> <li>Helped make life comfortable for plantation owners</li> <li>Planted, harvested</li> </ul>	<ul style="list-style-type: none"> <li>Helped make life comfortable for plantation owners</li> <li>Planted, harvested</li> </ul>
<b>How they were compensated</b>	<ul style="list-style-type: none"> <li>Given money for passage to North America</li> <li>Provided minimal food &amp; clothing</li> </ul>	<ul style="list-style-type: none"> <li>Provided minimal food and clothing</li> </ul>
<b>What they did when work was completed</b>	<ul style="list-style-type: none"> <li>Free to move to other paid service or start their own farms</li> </ul>	<ul style="list-style-type: none"> <li>Never allowed to leave plantation (unless sold). Their children also belonged to plantation owner</li> </ul>

So what? What is important to understand about this?

Life was brutal for both indentured servants and slaves, but at least the servants had some hope for their future.

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### GROUPS / CULTURES / ORGANIZATIONS

COMPARE / CONTRAST

Main Ideas	FIRST CLASS ON THE TITANIC (rich, socially elite)	STEERAGE CLASS ON THE TITANIC (poor, immigrants)
<b>Location of rooms</b>	Upper decks (top 3 decks) warmed rooms for easy from the lower class	Bottom of ship (steerage)
<b>Features of rooms</b>	Luxurious, bedrooms, fine china, large bedrooms, windows (ports), best \$5 could buy	Tiny cramped bedrooms, bunk beds, no windows, loud engine noise, steel walls
<b>Food and entertainment</b>	Dishes, rare exotic foods, musical chairs, fine liquor & cigars	Basic food, no entertainment provided
<b>Society's attitude about this class</b>	Valued & perceived as highly cultured, stable, honest, good, caring (heroes of society)	Not valued—perceived dumb, dirty, diseased, uncultured, & lazy (rejects of society)
<b>How treated when ship sank</b>	First to be put on the lifeboats	Most remained locked below (not allowed to board lifeboats)
<b>How they behaved when ship sank</b>	Pushed—many men tried to get on the lifeboats, believed were more worthy of being saved	Pushed—tried to die many wanted the women and children to be saved

So what? What is important to understand about this?

Have things really changed almost 85 years later? In what ways?

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### ERAS / MOVEMENTS

COMPARE / CONTRAST

Topic: Great Depression's Impact on People

Subtopics	Impact the Very Rich	Impact the Middle Class	Impact the Very Poor
	Features	Features	Features
<b>Jobs</b>	Many kept their jobs and some even made money. Some were "busted" and became very poor	Some lost their jobs and some kept them. The jobs paid very little	Most lost their jobs. Became destitute (homeless, starving)
<b>Home Life</b>	Many were able to keep their large homes and were able to afford the finest foods, servants, etc.	Some had to give up their homes, if not, money was still tight, could afford food but not the best foods like steak	Many became destitute (homeless, starving). Have to wait in long lines for food, could not afford any healthcare
<b>Non-necessities (not necessary for survival)</b>	Most able to go see plays, movies and they continued to travel (vacations). Children went to private schools and college	Did not spend money on theatre, arts, travel. Mostly their children went to public school	For fun they created their own entertainment (i.e., singing), did not go to the movies or enjoy the arts

So what? What is important to understand about this?

People from different groups were affected differently by the depression. Some people were affected more than others, but everyone felt the impact from it.

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### POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

By Jennifer Ray & Lindsey Miller

Main Ideas	NATO	Class Treaty
<b>Problem to be solved</b>	Protect countries from rise of Soviet Communism	Protects students from making fun of others
<b>Why is this a problem?</b>	The United States and its allies tried to prevent the spread of communism.	Causes lower self-esteem, resentment towards others, & dislike for peers
<b>Things tried in the past</b>	Treaty of Versailles	Punishing people who make fun of others by having them write sentences
<b>Purpose</b>	Safeguard freedom & security of NATO countries by political & military means.	Encourage others with uplifting words, instead of putting each other down
<b>Who is involved?</b>	The United States, Canada, and 19 other European Countries	Students and teacher
<b>Effectiveness</b>	Worked very well, NATO is still in affect today.	Will be decided after one month trial run.

So what? What is important to understand about this?

The North Atlantic Treaty Organization aided in the protection of the United States and its ally countries to prevent the spread of communism. The Class Treaty will prevent students from making fun of others.

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### POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

Topic: Then & Now - Role of Fed. Gov. on our Economy

SUBTOPICS	Before the Great Depression	Impact of the Great Depression	What this is like today
	Features	Features	Features
<b>U.S. Banking System</b>	Banks not regulated by Fed. Gov. Many people bought homes on credit & invested in risky stocks.	People invested in risky stocks, preventing them from paying money back to banks. Many banks became bankrupt.	Banks get around gov. regulations → made mortgage loans to people who couldn't pay back → banks go bankrupt! AKA 28
<b>Social Security</b>	No government funding set aside to provide for needy citizens.	Poverty spread throughout the states, causing many people to live in poor environments of ten resulting in death.	<ul style="list-style-type: none"> <li>Welfare programs</li> <li>Food stamps</li> <li>Federal housing projects*</li> <li>Unemployment wages</li> </ul>
<b>Regulating the economy</b>	Few allowed interest rates to increase quickly, Gov. did not control stock market	The stock market crashed which greatly impacted the economic flow of currency worldwide	Lack gov. regulations on banking industry & stock market led to similar collapse in world economy
<b>Gov. role in social income</b>	Distribution of income caused unequal supply resulting in goods surplus	The wealthy became richer and the poor became poorer.	Pres. Obama policies focus on gov. bail-out of failed banks to re-start the economy by increasing taxes & borrowing from China

So what? What is important to understand about this?

History repeats itself! Lack of gov. regulations & oversight (monitoring) investment companies practices has once again put the world economy in a tail spin, resulting in many people's loss of their investments, jobs, and homes. Rich get richer while middle class has to pay increased taxes to support all the poor people & bail out investment companies.

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### ERAS / MOVEMENTS

COMPARE / CONTRAST

"Square Venn"

Subtopics	1900s Progressive movement	Comparing	1940s Civil Rights movement
	Different	Similar	Different
<b>Leaders</b>	Taft, T. Roosevelt, Wilson, Taft, Taft, Norris, Sinclair	Many leaders, would not give up	Martin Luther King, Malcolm X, Andrew Young, Thelma Jackson
<b>Social problems</b>	Discrim. -Af. Am. & women, unsafe factories, low wages, price fixing, gov. corruption	Both addressed forms of discrimination, social injustice	Integration (not "separate but equal") & nondiscrimination in all areas of life
<b>Goals</b>	Equal rights for Af. Am. votes for women, and monopolies, honesty in gov.	Gain public attention, force legislation, judicial action, & enforcement	Discrimination, -Af. American' voting registration, jobs, segregated housing & schools
<b>Key Groups</b>	NAACP, Women's suffrage movement, unions	Both focused on getting laws changed	Southern Christian Conference Af. American citizens, some whites
<b>Strategies</b>	Law suits, strikes, organized protests, sit-ins, non-aggressive	Required active participation in organized groups	Law suits, strikes, organized protests
<b>Results</b>	Limited gains in Af. Am. rights; women's vote, anti-trust, safety & health laws	Some positive changes, not enough	Passage of 1965 Voting Rights Amendment, equal opportunity laws, affirmative action policies

So what? What is important to understand about this?

Progress comes when citizens get organized and get active. Social progress is slow, but does take place.

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**Organizer SMARTsheets**

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- Compare / Contrast:** Matrix & conclusions, Matrix & double conclusions
- Cause / Effect:** CE boxes, CE webs
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**Essential Understandings SMARTsheets**

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**Organizer SMARTsheets**

**COMPARE / CONTRAST Matrix with conclusions**

Venn Matrix (simple) Matrix with Double Conclusions

2x6 Conclusions 2x6 Conclusions 2x6 Conclusions 2x6 Conclusions

COLOR Prime v Composite Backline COLOR Track House v Debate Separation Backline COLOR Seniors Seniors Backline

COLOR Shakespeare's Plays Backline COLOR Sara, Plain & Tall Backline COLOR Humming Backline

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**POLICIES / LAWS / GOVERNMENT STRUCTURES**

COMPARE / CONTRAST

**Conclusions** 2 X 6 Conclusions

TOPIC: \_\_\_\_\_

Conclusion

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**POLICIES / LAWS / GOVERNMENT STRUCTURES**

COMPARE / CONTRAST

Main ideas	House of Representatives	Senate	Conclusion
Number of Members	435 Members	100 Members	Representatives outnumber the Senate a little over 4 to 1.
Term	Two Years	Six Years	Senators have a lot longer to work on political projects.
Constituency	Represents cities and towns	Represents the entire state	The Senate has a much larger area to represent than House members.
Rules	Rigid rules and strict leadership	Flexible rules and less leadership control	House members have more rules and a lot more local control.
Debate	Debate is limited	Debate can be extended	The Senate gets to debate more issues and change policies.
Publicity	Lower publicity, lower visibility in the news and media	Higher publicity, more visibility in the news and media	The Senate job seems more prestigious than the House job.

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**POLICIES / LAWS / GOVERNMENT STRUCTURES**

COMPARE / CONTRAST

TOPIC: Imperialism in Cuba & the Philippines

	Spanish Control of Cuba	American Control of Philippines	Conclusion
<b>Desirable natural resources</b>	Cobalt, nickel, iron ore, chromium, copper, soft timber, zinc, petroleum, arable land (good place crops)	Tin, petroleum, nickel, cobalt, other goods with major arable land (good place crops)	Powerful countries want colonies that will increase their wealth & economic power.
<b>Political advantages of controlling islands</b>	Center of Caribbean, good place for bases military to assert political power over neighboring islands.	Located in Western Pacific, good place for military bases for asserting political influence over nearby Asian countries.	Powerful countries want colonies that are strategically placed so they can assert political influence over other countries in the region.
<b>Historical reasons for wanting colony</b>	Cuba = rest of Spain's New World Colonies as Spain wanted to keep it to maximize its influence in the region.	US had no colonies whereas European countries had many & were gaining stronger due to them, US wanted same too.	Powerful countries seek control of weaker countries to take advantage of weaker country's resources & location.
<b>Problems with colonial governments</b>	Spain was monarchy that ruled Cuba; it did not allow locals to have a role in their own government.	Although a democracy founded its republic against a monarchy, US did not allow local participation in colonial gov. when US took over.	Not allowing citizens to participate in new government leads to rebellion.
<b>Reasons for rebellions</b>	Causes resented Spain's political & economic control so they rebelled many times, insurgents joined US during Sp-Am. War.	US replaced Spain as colonial rulers, so insurgents rebelled against them too.	Spain & US attempted to control their colonies by force, but it's difficult to stop people from rebelling if you are on the wrong side.
<b>Results of rebellion</b>	Spain lost Sp-Am. War and was forced to give up Cuba to US. US business quickly moved in & began exploiting Cuba's resources.	Rebellion forced US to establish Philippine democratic gov. & make them US citizens & partners in sharing of economic resources.	What happens after the rebellion of the dictator whether there's a need for yet another rebellion.

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Organizer SMARTsheets  
HOME

**COMPARE / CONTRAST Matrix with double conclusions** Venn Matrix (simple) Matrix of conclusions

2x3 Double-conclusions Backline  
2x4 Double-conclusions Backline  
2x4 Double-conclusions Backline  
3x4 Double-conclusions Backline

3x4 Double-conclusions Backline  
3x4 Double-conclusions Backline  
4x4 Double-conclusions Backline  
4x4 Double-conclusions Backline

COLOUR: Blue = Square Backline Red = King Hood v Lion Po 0111 v Peaf Hair Donkeys  
COLOUR: Blue = Square Backline Red = King Hood v Lion Po 0111 v Peaf Hair Donkeys  
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**ECONOMY**  
COMPARE / CONTRAST

	Elastic Demand Price increase causes a large change in demand	Inelastic Demand Price increase has little effect on demand	
Candy Bar	If the price of a candy bar goes from 75 to 90 cents you have elastic demand	The price of a gallon of milk goes from \$3.00 to \$3.60, does not affect demand	<i>Conclusion about the main idea</i> Milk is viewed as a necessity consumers will buy of just about any cost
Fresh Strawberries	Berries sell for \$2.00 dollars a quart price increases to \$3.00 a quart	Potatoes increase by 30% per pound, consumers will still buy	<i>Conclusion about the main idea</i> Spuds are more costly, but we still eat them with grilled steak
Lobster	Cost of lobster 3 X higher than beef, few people buy lobster regardless of cost	Ground beef increase is still cheaper than most meats, fish, or chicken	<i>Conclusion about the main idea</i> I was 10 when sampled a bit of lobster, we eat ground beef all the time
Ford Explorer SUV	Mercedes SUV has a 35% increase on new models, certain consumers will buy	Family of 5 needs roomy automobile, will purchase an affordable Ford	<i>Conclusion about the main idea</i> My parents first car was a Ford, they do not talk about buying a Mercedes
Housing	Home with 5,000 sq ft of living space on a lake comes on the market for 2 million	Modest ranch style home with 50 ft lot sales for 10 thousand above appraisal	<i>Conclusion about the main idea</i> People who have a lot of money can afford huge houses on lakes
Home decorating	Original paintings and fine furnishings increase by 80%, appeals to few	Market price increases for reproductions, consignment furniture, & antiques	<i>Conclusion about the main idea</i> When we remodeled our kitchen, my new shag carpet around for the best prices

*Conclusion about the main idea*  
Elastic Demand items are often a luxury that few will or can afford to buy

*Conclusion about the main idea*  
Inelastic Demand items are usually a necessity or substitution

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**PEOPLE**  
COMPARE / CONTRAST

Main Ideas	Oprah Winfrey	Condoleezza Rice	Shirley Chisholm	Conclusions
Cultural Background	Born in Kosciusko, MS, in 1954. Troubled youth, abused by male relatives, moved to Nashville to live with her father	Born in Birmingham, AL, in 1948. Parents were also educators, father was also a minister (1967, family moved to Denver)	Born in Brooklyn New York. Spent part of her childhood in Barbados w/grandmother (1970-1974/2005)	Oprah & Shirley had similar experiences, Oprah & Condoleezza grew up during segregation
Education	Attended Tennessee State Univ. in 1971 and began working in radio & TV broadcasting in Nashville	U.S. of Denver BA Political Science Univ., Naigre Doms MA Univ., Denver, Sachartha International Studies	All 3 women attended college, but Dr. Rice has the most degrees.	
Notable Qualities	Quality programming & an open warm-hearted personal style captivated audiences and fans	First African American woman to serve as Secretary of State Foreign affairs expert	First African American elected to Congress and to run for the presidency in 1972	The political leadership of Rice and Chisholm is outstanding, but Oprah's public leadership is exceptional
Public Opinion	Creative & Intelligent Renowned Dedicated Activist For Children's Rights	Exceptional Role Model	Considered one of the foremost female orators in U.S. Outstanding service to mankind	All three women are respected for their accomplishments
Conclusions	Oprah had the most difficult childhood and youth, but she did not let her past keep her from succeeding	Dr. Rice has used her mind and talents to succeed in government service.	Shirley's determination and courage to speak out against injustices makes her a cycle breaker	

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**PROBLEMS / CONFLICTS / WARS**  
COMPARE / CONTRAST

Main Ideas	September 11, 2001	December 7, 1942	Conclusions
Historical Event	Attack against the U.S. that led to the destruction of Twin Towers & Pentagon	Attack against the U.S. that led to the destruction of Pearl Harbor	<i>Conclusion about the main idea</i> Both events will be remembered as dark days in U.S. history
Enemy	Terrorist Groups	Japanese Army	<i>Conclusion about the main idea</i> The enemy of Sept. 11 is not easy to identify or understand
Means of Destruction	Commercial Airplanes	Military Airplanes	<i>Conclusion about this main idea</i> Using commercial airplanes for bombs was unheard of until Sept. 11
Victims	Primarily Civilians	Military & Civilians	<i>Conclusion about this main idea</i> The enemy in 1942 could had little regard for human life
Political Impact	The president of the U.S. declared war on any country that harbored terrorists	The president of the U.S. declared war against Japan	<i>Conclusion about this main idea</i> In both cases U.S. presidents were eager to punish the enemy
Social Impact	Most U.S. citizens fear for their safety & struggle to identify the enemy	Most U.S. citizens agreed with the president's decision & supported war	<i>Conclusion about this main idea</i> The enemy is not so many disagree on how to fight terrorism

*Conclusion about these events*  
This is not a civil war or typical war, but it still threatens U.S. safety

*Conclusion about these events*  
The public and political response to this event is more typical of war

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**Social Studies Concepts**

Main idea  
Critical features  
Examples of the concept  
Non-examples of the concept

HIERARCHIC

Relationships to other concepts  
Factors that affect the concept  
Things the concept affects

CAUSE / EFFECT

Comparison to other concepts

COMPARE / CONTRAST

Concept as parts of a series or sequence

SEQUENCE

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**Social Studies Content Standards**  
Sequence

Organizer SMARTsheets

- Hierarchy: 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 6 Main Ideas, 8 Main Ideas
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MAKES SENSE STRATEGIES  
Edwin Ellis v10.1

Literature: Story Elements & Sequence, Character Analysis, Literary Analysis, Story Problems, Questions Inferences, Predictions, Text/Poem

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### EVENTS

SEQUENCE (linear sequence)

Started with... **Natural Disaster**  
December 26, 2004 South Asian Tsunami

Plates are gigantic pieces of the earth's crust that slowly move around the earth's surface. Stress built as the Indian plate pushed down on the Burma plate

Then this happened...  
The two plates of the earth's crust grind against each other, resulting in a massive earthquake off the coast of Indonesia

And that led to this...  
About 750 miles of the edge of the Burma plate snapped, forcing a massive displacement of water in the Indian Ocean

So this happened...  
The giant waves moved in all directions, moving as fast as 500 m.p.h. Far out where it's deep, the waves are nearly imperceptible.

The results were...  
As the waves reached shallow water, the rising bottom pushed the waves up into the air. The waves crashed into land, killing thousands of people, then washed back into the ocean.

What was most interesting about this?  
The retreating water after it hit shore

Because...  
It was quick and had the potential to be just as dangerous as the approaching water

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### GROUPS / CULTURES / ORGANIZATIONS

SEQUENCE (linear sequence)

These are events that lead to the...  
**The North Atlantic Treaty Organization (NATO)**

Event: **Treaty of Versailles**  
Details: At the end of World War I, it placed restrictions on Germany's military, administered a huge war debt, and caused an economic and political collapse in the German government.

Event: **League of Nations/World War II**  
Details: At the end of World War I, it was formed to prevent another World War, but failed because the United States didn't join. The result was that no organization signed.

Event: **The Marshall Plan**  
Details: World War II was fought and Germany lost. Western Europe was devastated by the war. The Marshall Plan required Germany to pay for the huge war debt. The U.S. plan provided aid in the reconstruction of Western Europe, which included Germany.

Why is this important?  
All of these events were important because they led to the formation of the North Atlantic Treaty Organization (NATO).

Event: **United Nations (UN)**  
Details: The United Nations was formed to aid in world peace and security. Both Democratic and Communist governments participate in UN peacekeeping.

Event: **North Atlantic Treaty Organization (NATO)**  
Details: The North Atlantic Treaty Organization was formed to present a front against the spread of communism in the United States and its ally countries.

By Jennifer Ray & Lindsay Miller

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### PEOPLE

SEQUENCE (linear sequence)

**B. T. Washington's Journey** is about...

The difficult journey that Booker T. made to a school when he was a teenager (16)

This happened...  
It's difficult for a poor 16-year-old Black boy to travel.

Then this happened...  
Booker T. Washington arrives at Hampton, but problems were not over.

So then this happened...  
Booker becomes accepted, but continues to have problems.

Ran out of money and had to walk part of the way to Richmond

Arrived with clothes that were worn out, dirty, and wrinkled

Paying tuition - never had enough money, so he had to work plus find time to study

Could not stay at hotel because he was black, slept under bridge

He had to find the "head teachers"

His mother and brother could only send a small amount of money

Loneliness - when the other students went home for the summer

Finally got a job on a ship, not much money

He had to pass Mrs. Mackie's "cleaning test"

There were many others who tried to be accepted by Mrs. Mackie

He had only 1 shirt and 1 pair of socks - he had to wash them every night

So what? What is important to understand about this?  
Winners never quit, and quitters never win.  
It isn't the problem - it's how you handle it that makes the difference.

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### EVENTS

September 11, 2001 is about...

A day in U.S. history when terrorists hijacked jets, destroyed the Twin Towers, and hit the Pentagon

This happened...  
Commercial jets crash into the Twin Towers

Next, this happened...  
Commercial jet crashed into the Pentagon

Then this happened...  
Jet crashes into a field near Pittsburgh

Finally, this happened...  
United States launches war on terrorism

Two jets hit the towers

Jet destroys a section of Pentagon

Some passengers overtake hijackers

Ongoing search for Bin Laden

People were injured or killed

Members of Military killed or injured

Jet crashes missing its original target

Warnings against harboring terrorists

Loss of jobs and property

Civilians killed or injured

Passengers, crew, & terrorist die

Loss of lives Military and civilian

The towers collapsed

So what? What is important to understand about this?  
America experienced a very different kind of war and terrorist tactics on Sept. 11<sup>th</sup>  
As one reporter said, "If it can be imagined, it can happen."

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### PROCESSES

**The Naturalization Process** is about...

The steps involved for someone to become a U.S. citizen

STEP 1: File a Declaration of Intention

STEP 2: File an application for Naturalization

STEP 3: Meet with an immigration examiner

STEP 4: Take the Citizenship Oath

Most want to become citizens because of opportunity and rights

Applicants must be at least 18 years old

Examiner asks questions about American history and government.

Immigrant officially declares his allegiance to the U.S. to a judge.

If not a citizen, must have permission to stay in U.S. and to work

Must live in the U.S. for 5 years unless married to become a US citizen

Immigrant must answer the questions correctly in simple English.

The oath clearly renounces any allegiance to another country.

Declaration states that the immigrant intends to become a citizen

It's the ultimate test in terms of importance!

New citizens often have big celebrations after taking the oath

Many immigrants take classes to prepare for citizenship

They feel very proud and fortunate to be a U.S. citizen

So what? What is important to understand about this?  
Immigrants do not automatically become a U.S. citizen just by moving to the U.S. They have to complete several steps to show they understand what the U.S. is about in terms of government and rights, and they have to take an oath of allegiance.

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### PROCESSES

**Peaceful Resistance** is about...

Protesting in peaceful ways to change unfair / unjust laws or practices

Leaders target part of the problem  
Voting Rights  
School integration  
Job discrimination

Peaceful action targeted at getting media attention  
Speeches  
Arrest - limp resistance  
Peaceful "sit-ins", silent marches

Media increases public awareness of problem  
TV = worldwide attention  
Public revision to violence = sympathy for cause  
Pressure put on politicians to change unfair laws

Negative reaction of those who oppose change featured in media  
Verbal abuse, Cross burning  
Fires (buses & houses), Attacks  
Police - water hose & beatings

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### Essential Understandings

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**SMARTsheets for Leaders**  
 Implementation Resources: Schoolwide Implementation Strategies, Articles, [www.MakesSenseStrategies.com](http://www.MakesSenseStrategies.com), Acknowledgments  
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### Essential Understandings

**Organizer SMARTsheets**  
 Hierarchic: 1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 5 Main Ideas, 6 Main Ideas, 7 Main Ideas, 8 Main Ideas  
 Compare / Contrast: 1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 5 Main Ideas, 6 Main Ideas, 7 Main Ideas, 8 Main Ideas  
 Cause / Effect: 1 Cause, 2 Causes, 3 Causes, 4 Causes, 5 Causes, 6 Causes, 7 Causes, 8 Causes  
 Sequence: 1 Step, 2 Steps, 3 Steps, 4 Steps, 5 Steps, 6 Steps, 7 Steps, 8 Steps

**Essential Understandings SMARTsheets**  
 Literature: Story Structure & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions, Inferences, Predictions, Text/Purpose  
 Writing: Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive  
 Vocabulary: Word Cards, Semantic Tables, Word Connections, Features Analysis, LINC's economics, Scavenger Hunt, Multiple Meanings  
**History & Science Generative Ideas**: Person, Group, Place, Event, Process, Theory, Ideology, Debate, Issue, Policy, Conflict, Problem, Investigation, Object  
 Mathematical Concepts: Computational Processes, Models/Theories  
 Social/Motivation: Behavior Theory, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis  
 Project-based Learning: Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes  
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### Social Studies Content Standards

Essential Understandings SMARTsheets **History & Science High-frequency Topics**

**Famous PERSON** 1 2

Clear Table: Rosa Parks, William Penn, Tey  
 ASN: Judy Aster  
 Causal: FDR  
 Different Perspectives: Hillary Clinton  
 Influence Action Impact: Hillary Clinton

Known For: Martin Luther King, Jr., Earl Lenoirworth  
 Similarities & Differences: Hoover vs. FDR  
 Person Features: Mark Twain  
 Semantic Person: Lincoln  
 Risk Taking: Lincoln's Emancipation Proclamation

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### PERSON

**Rosa Parks** Is an important person because ...  
 Provided a spark to get others involved in the Civil Rights movement

Ways to describe this person  
 Sec. of Montgomery NAACP, well educated, brave, well respected in community, not intending to become an icon

Known for ...  
 Refusing to give up her seat in front of bus and move to the back, knew she'd get arrested, but refused to move anyway

Not known for / Don't confuse with ...  
 Harriet Tubman (helped with Underground Railroad 120 years earlier)

Impact on the world THEN and NOW  
 Catalyst - served to spur others into action  
 Bus boycott demonstrated that blacks had the power to force change using non-violent tactics  
 Model for how others can stand up against racist policies

Not like terrorists  
 Because ...  
 Terrorists use violence and fear to try to force social policies they do not like

Knowledge Connections  
 This person makes you think of ...  
 Auntie Nellie  
 Because ...  
 She remembers growing up in segregated South - talks about "Whites Only" signs, sitting in the balcony in theaters, separate waiting rooms in hospitals, etc.

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### PEOPLE

HIERARCHIC (Main Ideas & Details)

**Famous Presidents of the United States**

Abraham Lincoln

Characteristics:  
 He was known for his honesty and integrity.  
 He believed that all men are created equal. He wrote the Gettysburg address.  
 He signed the Emancipation Proclamation to set the slaves free.

EXAMPLE of something inside this person did:  
 A well known story tells of how he walked a great distance in the snow to return some change/money that was given to him by mistake.

Don't confuse this person with ...  
 George Washington, the first President of the United States.

Somebody from today's world this person is like:  
 Dr. Martin Luther King Jr. because he was also brave and stood up for what he believed in.

Explain why this person is remembered:  
 Abraham Lincoln is remembered because he was the President of the United States during the Civil War. He thought everyone in the United States should be free. He was brave enough to stand up for what he believed in.

Why I would like to be this person:  
 I would like to be Abraham Lincoln because he was a great leader and president. He also had a lot of courage.



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### Essential Understandings

**Organizer SMARTsheets**

- Hierarchy:** 1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 5 Main Ideas, 6 Main Ideas
- Compare/Contrast:** Venn, Matrix (2x2), Matrix & connections, Matrix & double connections
- Cause & Effect:** Causal Chain, Causal Map
- Sequence:** Steps, Cycle, Sequence of Events

**Essential Understandings SMARTsheets**

- Literature:** Story Grammar & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions Inferences, Predictions, Text Format
- Writing:** Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive
- Vocabulary:** Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINC5 annotations, Scavenger Hunt, Multiple Meanings
- History & Science:** Perspective, Theory, History, Debate, Issue, Policy Conflict, Problem, Invention, Object
- Math:** Mathematical Concepts, Computational Processes, Skills/Themes
- Social Motivation:** Behavior Theory, Character Building, Perspective Taking, Self-assert, Goal Setting & Self-assess, Behavior Analysis
- Project Based Learning:** Planning Investigation, Conducting Investigation, Making Presentations, Evaluating Project Processes & Outcomes
- SMARTsheets for Features:**
  - Biographical Design:** Content-area Units & Lessons, Library/Biology Units & Lessons, Anticipation Guide, Scaffolded Tactics, Reflective Reviews
- SMARTsheets for Expository:**
  - MCS Implementation Resources:** Schoolwide Implementation Strategies, Articles, [www.MakesSenseStrategies.com](http://www.MakesSenseStrategies.com), Acknowledgments

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Essential Understandings SMARTsheets **History & Science High-frequency Topics**

**Important PLACE** 1 2 Geography

**Harper's Ferry, VA**

Clear Table, ASN, Caused..., Different Perspectives, Influence Action Impact

COL:R, 3-Mile Island, Jamestown, VA, Harper's Ferry, VA

Place Features, Place Venn, Matrix Comparisons, Place Semantic Table, Place Known For...

COL:R, New Zealand

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**PLACE**

**Harper's Ferry** is an important place because ...

Violent conflict that took place there heightened the passions of both anti- and pro slavery advocates

Ways to describe this place

Virginia hills, had a ferry there to take people across the river, Small army fort (armory) near a relatively small town called Harper's Ferry

**Important actions that took place here & why**

John Brown and his men raided the armory to steal weapons. Tried to start a slave rebellion, but failed. Robert E. Lee led the Federal forces to capture Brown and his men. John Brown was injured, tried for treason, and hanged.

**Why were the actions important?**

Raid & trial - national attention. Stirred everything up - Caused both sides to get very hostile and more oriented toward using violence to solve the problem. Set the stage for the Civil War.

**Impact of the actions on the world THEN and NOW**

Like the straw that broke the camel's back - led to Civil War - and to slavery. Brown's approach similar to what Malcolm X initially advocated during Civil Rights movement - "Use any means, including violence if necessary..."

**...I know for... Don't confuse with**

MLK Jr. used opposite approach during Civil Rights movement to end unfair practices. "Use peaceful resistance to draw attention to the problem and force change to happen."

**Knowledge Connections**

This place makes you think of ... Famous picture of John Brown in the wind

Because ... Brown was portrayed as a national hero standing up to face tyranny

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Essential Understandings SMARTsheets **History & Science High-frequency Topics**

**Important PLACE** 1 2 Geography

**New York City**

Clear Table, ASN, Caused..., Different Perspectives, Influence Action Impact

COL:R, 3-Mile Island, Jamestown, VA, Harper's Ferry, VA

Place Features, Place Venn, Matrix Comparisons, Place Semantic Table, Place Known For...

COL:R, New Zealand

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**PLACE**

**New York City** is about a place where ...

**Terrorist targeted because of its cultural, economic, and political significance**

Factors that INFLUENCED action's of people here

Major economic center. Twin Towers targeted - tallest buildings in N.Y. Towers had about 12 million square feet of rentable office space. Towers were a major trade center for the U.S. Thousands worked or visited the towers daily during business hours.

Humble ACTIONS that occurred at this place

Terrorists hijacked commercial jets and used them as bombs to destroy Twin Towers. Actions caused massive destruction and loss of lives. Heroic actions of firefighters, policemen, emergency management workers, medical staff and local citizens. National & Global support.

IMPACT of what happened at this place on the world

War on terrorism. Loss of lives, destruction of property, and loss of jobs.

So what? What is important to understand about this place?

Economic significance of the towers & N.Y. made the site a perfect place to insult the American people and wreck havoc on US economy